

ATTACHMENT 3
Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment
Report of the Participation and Performance of Students with Disabilities on State
Assessments by Content Area, Grade, and Type of Assessment

General Instructions

1. Report the number of *students with IEPs* who were enrolled in the grade at a date as close as possible to the testing date (Sections A and D).
2. Use the same assessments for reporting under NCLB.
 - Provide (in Sections C and F) the name of each assessment used.
3. Report students by (1) content area, (2) grade (3) assessment type, and (4) achievement level.

Content areas are the same as NCLB: reading and math

Grade levels are the same as NCLB:

- For reading and math, grades 3, 4, 5, 6, 7, and 8, plus one high school (identify the high school grade).
- Decision rules used to assign a grade-level are the same for purposes of NCLB reporting.

Achievement levels are the same levels that States use for reporting under NCLB.

- Provide (in Sections C and F) the name of each achievement level.
 - Indicate (in Sections C and F) the lowest achievement level considered proficient under NCLB.
4. Include all children with IEPs served under IDEA who were enrolled in each of the grades reported.
 5. No sampling is permitted for this data collection.

Selected Definitions (See OSEP Data Dictionary for Additional Definitions)

Alternate assessment – A way to measure the performance of students who are unable to participate in general large-scale assessments even with accommodations. The student's IEP team makes the determination of whether a student is able to take the regular assessment.

Assessment type – Regular, alternate scored against grade level achievement standards, and alternate scored against alternate achievement standards.

Changes to the assessment that invalidate a score – Changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students who took the assessment without these changes. States call these changes different names including modifications or nonstandard administrations.

Exempted Students - In States where parental exemptions are permitted for all students, parents of students with disabilities can determine that their child will not participate in either the regular or alternate State assessment. These are exempted students.

Grade level – The grade (K-12) assigned to the student by the school system in which the student is enrolled.

Invalid Results – Assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

NCLB cap - NCLB limit (1%) on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

Non-Participants – Students with IEPs who did not take an assessment or who did not obtain a score.

Out of grade level – A regular assessment taken at a grade-level below which the student is currently enrolled.

Participants – Students with IEPs who took the assessment and obtained a score.

Regular Assessment on grade level achievement standards – An assessment designed to measure the student's knowledge and skills in a particular subject matter on achievement standards appropriate to his/her grade level.

Students with IEPs – Students served under IDEA.

Valid Assessment - An assessment that produces scores that can be reported, aggregated, and included in accountability indices (see invalid results).

Specific Instructions, Sections A (Math) and D (Reading)

In Sections A and D, report enrollment information by grade level for the assessment.

In column 1 report the number of *students with IEPs* who were enrolled in the grade at a date as close as possible to the testing date.

In column 2, report the total number of students who were enrolled in the grade at a date as close as possible to the testing date. This count includes students with IEPs and students without IEPs.

In the final row, specify what high school grade the enrollment is for. The value entered must be greater than 8 and less than or equal to 12.

Specific Instructions, Sections B (Math) and E (Reading)

In Sections B and E, participation information is reported by grade for the assessment.

In the final row, specify what high school grade the participation information is for. The value entered must be greater than 8 and less than or equal to 12.

In column 3, for each grade-level report the number of students with IEPs who took the *regular assessment on grade level achievement standards*. Do NOT include students who took an out-of-level assessment. Do not include students who took an alternate assessment.

In column 3A, for each grade-level report the subset of students with IEPs who took a regular assessment on grade level achievement standards with accommodations. This is a subset of column 3.

In column 3B, for each grade-level report the subset of students with IEPs who took a regular assessment on grade level achievement standards, but changes to the assessment invalidated their score for purposes of aggregation or reporting. See the definition of *changes to the assessment* above. This is a subset of column 3.

In column 3C, for each grade-level report the subset of students with IEPs who took a regular assessment on grade level achievement standards whose assessment results were invalid (e.g., did not complete enough items, had invalid score sheets, etc.). See the definition of *invalid results* above. This is also a subset of column 3.

In column 4, for each grade-level report the number of students with IEPs who took a regular assessment *out of grade level*.

In column 4A, for each grade-level report the subset of students with IEPs who took a regular assessment out of grade level, but changes to the assessment invalidated their score for purposes of aggregation or reporting. See the definition of *changes to the assessment* above. This is a subset of column 4.

In column 4B, for each grade-level report the subset of students with IEPs who took a regular assessment out of grade level whose assessment results were invalid (e.g., did not complete enough items, had invalid score sheets, etc.). See the definition of *invalid results* above. This is also a subset of column 4.

In column 5, for each grade-level report the number of students with IEPs who took an *alternate assessment*. Do NOT include students who took a regular assessment out-of-level or with changes to the assessment that invalidate a score. When reporting students who took an alternate assessment that is for more than one grade-level (e.g. grades 3 through 5), assign a single grade-level to the assessment. Use the same decision rules used to assign a grade-level to alternate assessments for the purpose of NCLB reporting.

In column 5A, for each grade-level report the subset of students who took an alternate assessment that was scored on grade level standards. This is a subset of column 5.

In column 5B, for each grade-level report the subset of students who took an alternate assessment that was scored against alternate achievement standards. This is a subset of column 5.

The sum of columns 5A and 5B must equal column 5. That is, all students who took an alternate assessment either took an alternate assessment scored against grade level standards or took an alternate assessment score against alternate achievement standards.

In column 5C, for each grade-level report the subset of students with IEPs who took an alternate assessment scored against alternate achievement standards, but whose score was counted in the lowest achievement level because of the NCLB cap. See the definition of *NCLB cap* above. This is a subset of column 5B.

In column 5D, for each grade-level report the subset of students with IEPs who took an alternate assessment whose alternate assessment results were invalid (e.g., did not complete enough items, tasks, or entries, had invalid score sheets, etc.). See the definition of *invalid results* above. This is a subset of column 5.

In column 6, for each grade-level report the number of students with IEPs who did not take any assessment due to a parental exemption.

In column 7, for each grade-level report the number of students with IEPs who did not take any assessment because they were absent.

In column 8, for each grade-level, report the number of students with IEPs who did not take any assessment for some other reason (e.g. exemptions due to medical emergency or those expelled or suspended). If any students were not assessed for other reasons, provide a list of other reasons and the number of students not assessed by grade and reason.

For each grade-level, the numbers reported in columns 3 (total students with disabilities who took regular assessment on grade level achievement standards), 4 (total students with disabilities who took an assessment out of grade level), 5 (total students who took alternate assessment), 6 (parental exemptions), 7 (absent), and 8 (not assessed for other reasons) should sum to the number of students with IEPs reported in column 1. That is,

Column 1 = column 3 + column 4 + column 5 + column 6 + column 7 + column 8

Note that columns 3A, 3B, 3C, 4A, 4B, 5A, 5B, 5C and 5D are NOT added separately into this total.

If, because the date of the enrollment count is different from the test date, the number reported in column 1 is legitimately greater than or less than the sum of columns 3, 4, 5, 6, 7, and 8, provide an explanation for this discrepancy.

Specific Instructions, Sections C (Math) and F (Reading)

In Sections C and F, report achievement information by grade and assessment type for the assessment. Only students with IEPs who took the assessment and obtained a score are assigned an achievement level in this section. Students counted in Sections B and E columns 3C, 4B, 5D, 6, 7, and 8 are NOT to be assigned an achievement level. They are only to be counted in the column for no valid score (column 10).

For each row of the table (grade), enter the name of the assessment. This should be the same assessment used under NCLB. For each column (achievement level), enter the name of the achievement level. You must also identify the name of the lowest achievement level considered proficient for purposes of NCLB. Enter this information below the table.

In the first (left most) achievement column, enter the counts of students scoring in the lowest achievement level. In the second achievement column, enter the counts of students scoring in the next lowest achievement level, etc. If your State uses fewer than 9 achievement levels, leave blank the achievement columns to the right of your highest achievement level.

In the final row of the table, specify what high school grade the achievement information is for. The value entered must be greater than 8 and less than or equal to 12.

In column 9A, for each grade-level report the number students with IEPs who took a regular assessment on grade level achievement standards and obtained a score. Report these students according to the State achievement level they attained. States must indicate the lowest achievement level considered proficient under NCLB.

- Include students whose changes to the assessment invalidated their score if those students received a score. Count these students (column 3B) in the lowest achievement column.
- Do **NOT** include students whose regular assessment was invalid (i.e. did not complete enough items, had invalid score sheets, etc.); these students (column 3C) are not to be given an achievement level. They are reported in column 10 (no valid score).
- Do **NOT** include students who took out of level tests. They are reported in column 9C (alternate assessment on alternate achievement standards).

The total number of students reported by State achievement level on the regular assessment (row total for 9A) must be equal to the number of students who took a regular assessment at grade level (column 3) minus the students whose regular assessment was invalid (column 3C). That is:

9A achievement level A + level B + level C + ... level X = column 3 – column 3C

In column 9B, for each grade-level report the number of students with IEPs who took an alternate assessment that was scored against grade level standards and obtained a score. Report these students according to the State achievement level they attained. States must indicate the lowest achievement level considered proficient under NCLB.

- Include students whose changes to the assessment invalidated their score if those students received a score. Count these students in the lowest achievement column.
- Do **NOT** include students whose alternate assessment was invalid (i.e. did not complete enough items, had invalid score sheets, etc.). Do not give these students (column 5D) an achievement level. They are reported in column 10 (no valid score).
- Do **NOT** include students whose alternate assessment was scored against alternate achievement standards. These students (column 5B) are reported in column 9C (alternate assessment scored against alternate standards).
- Do **NOT** include students who took out-of-level tests. These students (column 4) are reported in column 9C (alternate assessments scored against alternate standards).

- Do NOT include students whose changes to the regular assessment invalidated their score for aggregation or reporting. These students (column 3B) are counted in 9A as regular assessments.

The total number of students reported by achievement level on the alternate assessment scored against grade level standards (row total for 9B) must be equal to the number of students who took an alternate assessment scored against grade level standards (column 5A) minus the students whose alternate assessment scored against grade level standards was invalid (some portion of column 5D). That is:

$$9B \text{ achievement level A} + \text{level B} + \text{level C} \dots + \text{level X} = \text{column 5A} - \text{column 5D}^1$$

In column 9C, for each grade-level report the number of students with IEPs who took an alternate assessment that was scored against alternate standards and obtained a score. Report these students according to the State achievement level they attained. States must indicate the lowest achievement level considered proficient under NCLB.

- Include students whose assessment was scored against alternate achievement standards, but whose score was counted as basic because of the NCLB cap. These scores are to be reported as basic.
- Include students who took out-of-level tests if they received a score. Students whose changes to the out of level assessment invalidated their score should be counted in the lowest achievement level.
- Do NOT include students whose alternate or out of level assessment was invalid (i.e. did not complete enough items, had invalid score sheets, etc.). Do not give these students (columns 4B and 5D) an achievement level. They are reported in column 10 (no valid score).

The total number of students reported by achievement level on the alternate assessment scored against alternate standards (row total for 9C) must be equal to the number of students who took an alternate assessment scored against alternate standards (column 5B) or out of level test (column 4) minus the students whose out of level assessment or alternate assessment scored against alternate achievement standards was invalid (columns 4B and some portion of 5D). That is:

$$9C \text{ achievement level A} + \text{level B} + \text{level C} \dots + \text{level X} = (\text{column 4} + \text{column 5A}) - (\text{column 4B} + \text{column 5D}^2)$$

In column 10, for each grade-level report the number of students with IEPs who either did not take the assessment or took the assessment, but did not receive a valid score. The number of students reported in column 10 must equal the number of students who did not take an assessment plus the student whose regular or alternate assessment was invalid. That is:

$$\text{Column 10} = \text{column 6} + \text{column 7} + \text{column 8} + \text{column 3C} + \text{column 4C} + \text{column 5D}$$

In column 11, for each grade-level report the sum of the number of students reported by achievement level (row total 9A plus row total for 9B plus row total for 9C) plus the number of students without an achievement level (10). That is:

$$\text{Column 11} = (\text{column 9A row total}) + (\text{column 9B row total}) + (\text{column 9C row total}) + \text{column 10}$$

The total reported in column 11 should equal to the number of students with IEPs who are enrolled in the grade (column 1). If column 11 does not equal column 1, the State must provide an explanation for the difference.

¹ Only those students reported in column 5D whose alternate assessment was scored against grade level standards.

² Only those students reported in column 5D whose alternate assessment was scored against alternate standards.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 1 OF 18

STATE: South Dakota

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT¹

| GRADE LEVEL | STUDENTS WITH IEPs (1) | ALL STUDENTS (2) |
|---|------------------------|------------------|
| 3 | 1573 | 8895 |
| 4 | 1494 | 9184 |
| 5 | 1360 | 9421 |
| 6 | 1324 | 9836 |
| 7 | 1238 | 9778 |
| 8 | 1277 | 10097 |
| HIGH SCHOOL (SPECIFY GRADE: <u>11</u>) | 799 | 9109 |

¹At a date as close as possible to the testing date.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 2 OF 18

STATE: South Dakota

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

| GRADE LEVEL | STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS | | | |
|---|--|---|---|---|
| | TOTAL (3) | SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A) | SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3B) | SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C) |
| 3 | 1490 | 1091 | 34 | 0 |
| 4 | 1408 | 1066 | 39 | 0 |
| 5 | 1273 | 991 | 34 | 0 |
| 6 | 1239 | 1011 | 21 | 0 |
| 7 | 1134 | 907 | 20 | 0 |
| 8 | 1190 | 980 | 23 | 0 |
| HIGH SCHOOL (SPECIFY GRADE: <u>11</u>) | 712 | 547 | 21 | 0 |

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 3 OF 18

STATE: South Dakota

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

| GRADE LEVEL | STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT | | |
|---|--|--|---|
| | TOTAL (4) | SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A) | SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B) |
| 3 | NA | NA | NA |
| 4 | NA | NA | NA |
| 5 | NA | NA | NA |
| 6 | NA | NA | NA |
| 7 | NA | NA | NA |
| 8 | NA | NA | NA |
| HIGH SCHOOL (SPECIFY GRADE: <u>11</u>) | NA | NA | NA |

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 4 OF 18

STATE: South Dakota

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

| GRADE LEVEL | STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT | | | | |
|---|--|--|--|--|--|
| | TOTAL (5) | SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A) | SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B) | SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C) | SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D) |
| 3 | 83 | 0 | 0 | 0 | 0 |
| 4 | 86 | 0 | 0 | 0 | 0 |
| 5 | 87 | 0 | 0 | 0 | 0 |
| 6 | 85 | 0 | 0 | 0 | 0 |
| 7 | 104 | 0 | 0 | 0 | 0 |
| 8 | 87 | 0 | 0 | 0 | 0 |
| HIGH SCHOOL (SPECIFY GRADE: <u>11</u>) | 87 | 0 | 0 | 0 | 0 |

³ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

⁴ Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 5 OF 18

STATE: South Dakota

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

| GRADE LEVEL | STUDENTS WHO DID NOT TAKE ANY ASSESSMENT | | |
|---|--|------------|---|
| | PARENTAL EXEMPTIONS (6) | ABSENT (7) | NOT ASSESSED FOR OTHER REASONS ⁵ (8) |
| 3 | NA | 0 | NA |
| 4 | NA | 4 | NA |
| 5 | NA | 2 | NA |
| 6 | NA | 2 | NA |
| 7 | NA | 3 | NA |
| 8 | NA | 3 | NA |
| HIGH SCHOOL (SPECIFY GRADE: <u>11</u>) | NA | 4 | NA |

⁵ Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 6 OF 18

STATE: South Dakota

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

| REGULAR ASSESSMENT ON GRADE LEVEL (9A) | | | | | | | | | | | |
|---|-------------|-----------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|---------------------------------|
| GRADE LEVEL | TEST NAME | Below Basic | Basic | Proficient | Advanced | | | | | | 9A ROW TOTAL ² |
| | | Achievement Level ¹ | Achievement Level | Achievement Level | Achievement Level | Achievement Level | Achievement Level | Achievement Level | Achievement Level | Achievement Level | |
| 3 | Dakota STEP | 63 | 699 | 606 | 122 | | | | | | 1490 |
| 4 | Dakota STEP | 89 | 639 | 554 | 122 | | | | | | 1404 |
| 5 | Dakota STEP | 73 | 715 | 391 | 92 | | | | | | 1271 |
| 6 | Dakota STEP | 71 | 878 | 257 | 31 | | | | | | 1237 |
| 7 | Dakota STEP | 82 | 855 | 181 | 13 | | | | | | 1131 |
| 8 | Dakota STEP | 80 | 915 | 181 | 11 | | | | | | 1187 |
| HIGH SCHOOL (SPECIFY GRADE: <u>11</u>) | Dakota STEP | 74 | 517 | 110 | 7 | | | | | | 708 |

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3C).

² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 7 OF 18

STATE: South Dakota

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

| ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B) | | | | | | | | | | | |
|--|-----------|--------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|---------------------------|
| GRADE LEVEL | TEST NAME | Achievement Level ³ | Achievement Level | Achievement Level | Achievement Level | Achievement Level | Achievement Level | Achievement Level | Achievement Level | Achievement Level | 9B ROW TOTAL ⁴ |
| 3 | NA | | | | | | | | | | |
| 4 | NA | | | | | | | | | | |
| 5 | NA | | | | | | | | | | |
| 6 | NA | | | | | | | | | | |
| 7 | NA | | | | | | | | | | |
| 8 | NA | | | | | | | | | | |
| HIGH SCHOOL (SPECIFY GRADE: _____) | NA | | | | | | | | | | |

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: NA

³ Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

⁴ The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 8 OF 18

STATE: South Dakota

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

| ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C) | | | | | | | | | | | |
|--|-----------|-----------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|---------------------------------|
| GRADE LEVEL | TEST NAME | Below Basic | | | | | | | | | 9C ROW TOTAL ⁶ |
| | | Achievement Level ⁵ | Achievement Level | Achievement Level | Achievement Level | Achievement Level | Achievement Level | Achievement Level | Achievement Level | Achievement Level | |
| 3 | STAARS | 83 | | | | | | | | | 83 |
| 4 | STAARS | 86 | | | | | | | | | 86 |
| 5 | STAARS | 87 | | | | | | | | | 87 |
| 6 | STAARS | 85 | | | | | | | | | 85 |
| 7 | STAARS | 104 | | | | | | | | | 104 |
| 8 | STAARS | 87 | | | | | | | | | 87 |
| HIGH SCHOOL (SPECIFY GRADE: 11_____) | STAARS | 87 | | | | | | | | | 87 |

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

⁵ Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

⁶ The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 9 OF 18

STATE: South Dakota

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)*

| | TOTAL FOR COLUMN 9A (ON PAGE 4) | TOTAL FOR COLUMN 9B (ON PAGE 5) | TOTAL FOR COLUMN 9C (ON PAGE 6) | NO VALID SCORE ⁷ (10) | TOTAL ⁸ (11) |
|---|------------------------------------|------------------------------------|------------------------------------|----------------------------------|-------------------------|
| GRADE LEVEL | | | | | |
| 3 | 1490 | NA | 83 | 0 | 1573 |
| 4 | 1404 | NA | 86 | 4 | 1490 |
| 5 | 1271 | NA | 87 | 2 | 1358 |
| 6 | 1237 | NA | 85 | 2 | 1322 |
| 7 | 1131 | NA | 104 | 3 | 1235 |
| 8 | 1187 | NA | 87 | 3 | 1274 |
| HIGH SCHOOL (SPECIFY GRADE: <u>11</u>) | 708 | NA | 87 | 4 | 795 |

⁷ The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

⁸ The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 10 OF 18

STATE: South Dakota

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT¹

| GRADE LEVEL | STUDENTS WITH IEPs (1) | ALL STUDENTS (2) |
|---|------------------------|------------------|
| 3 | 1573 | 8895 |
| 4 | 1494 | 9184 |
| 5 | 1360 | 9421 |
| 6 | 1324 | 9836 |
| 7 | 1238 | 9778 |
| 8 | 1277 | 10097 |
| HIGH SCHOOL (SPECIFY GRADE: <u>11</u>) | 799 | 9109 |

¹At a date as close as possible to the testing date.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 11 OF 18

STATE: South Dakota

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

| GRADE LEVEL | STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS | | | |
|---|--|---|---|---|
| | TOTAL (3) | SUBSET WHO TOOK THE ASSESSMENT WITH ACCOMODATIONS (3A) | SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3B) | SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3C) |
| 3 | 1476 | 1091 | 44 | 0 |
| 4 | 1401 | 1066 | 56 | 0 |
| 5 | 1271 | 991 | 45 | 0 |
| 6 | 1235 | 1011 | 25 | 0 |
| 7 | 1130 | 907 | 29 | 0 |
| 8 | 1188 | 980 | 30 | 0 |
| HIGH SCHOOL (SPECIFY GRADE: <u>11</u>) | 708 | 547 | 23 | 0 |

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 12 OF 18

STATE: South Dakota

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

| GRADE LEVEL | STUDENTS WITH DISABILITIES WHO TOOK OUT OF GRADE LEVEL ASSESSMENT | | |
|---|--|--|---|
| | TOTAL (4) | SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A) | SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B) |
| 3 | NA | NA | NA |
| 4 | NA | NA | NA |
| 5 | NA | NA | NA |
| 6 | NA | NA | NA |
| 7 | NA | NA | NA |
| 8 | NA | NA | NA |
| HIGH SCHOOL (SPECIFY GRADE: <u>11</u>) | NA | NA | NA |

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called modifications or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 13 OF 18

STATE: South Dakota

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

| GRADE LEVEL | STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT | | | | |
|---|--|--|--|--|--|
| | TOTAL (5) | SUBSET WHOSE ALTERNATE WAS SCORED AGAINST GRADE LEVEL STANDARDS (5A) | SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5B) | SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ³ (5C) | SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ⁴ (5D) |
| 3 | 83 | 0 | 0 | 0 | 0 |
| 4 | 86 | 0 | 0 | 0 | 0 |
| 5 | 87 | 0 | 0 | 0 | 0 |
| 6 | 85 | 0 | 0 | 0 | 0 |
| 7 | 104 | 0 | 0 | 0 | 0 |
| 8 | 87 | 0 | 0 | 0 | 0 |
| HIGH SCHOOL (SPECIFY GRADE: <u>11</u>) | 87 | 0 | 0 | 0 | 0 |

³ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

⁴ Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 14 OF 18

STATE: South Dakota

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

| GRADE LEVEL | STUDENTS WHO DID NOT TAKE ANY ASSESSMENT | | |
|---|--|------------|---|
| | PARENTAL EXEMPTIONS (6) | ABSENT (7) | NOT ASSESSED FOR OTHER REASONS ⁵ (8) |
| 3 | 0 | 14 | 0 |
| 4 | 0 | 7 | 0 |
| 5 | 0 | 2 | 0 |
| 6 | 0 | 4 | 0 |
| 7 | 0 | 4 | 0 |
| 8 | 0 | 2 | 0 |
| HIGH SCHOOL (SPECIFY GRADE: <u>11</u>) | 0 | 4 | 0 |

⁵ Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 15 OF 18

STATE: South Dakota

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

| REGULAR ASSESSMENT ON GRADE LEVEL (9A) | | | | | | | | | | | |
|---|-------------|-----------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|---------------------------------|
| GRADE LEVEL | TEST NAME | Below Basic | Basic | Proficient | Advanced | | | | | | 9A ROW TOTAL ² |
| | | Achievement Level ¹ | Achievement Level | Achievement Level | Achievement Level | Achievement Level | Achievement Level | Achievement Level | Achievement Level | Achievement Level | |
| 3 | Dakota STEP | 69 | 705 | 562 | 140 | | | | | | 1476 |
| 4 | Dakota STEP | 97 | 457 | 582 | 265 | | | | | | 1401 |
| 5 | Dakota STEP | 86 | 730 | 370 | 85 | | | | | | 1271 |
| 6 | Dakota STEP | 73 | 766 | 352 | 44 | | | | | | 1235 |
| 7 | Dakota STEP | 102 | 789 | 228 | 11 | | | | | | 1130 |
| 8 | Dakota STEP | 83 | 762 | 319 | 24 | | | | | | 1188 |
| HIGH SCHOOL (SPECIFY GRADE: <u>11</u>) | Dakota STEP | 77 | 515 | 108 | 8 | | | | | | 708 |

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: Proficient

¹ Include all students whose regular assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score (column 3C).

² The total number of students reported by achievement level in 9A is to equal the number reported in column 3 minus the number reported in columns 3C.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 16 OF 18

STATE: South Dakota

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

| ALTERNATE ASSESSMENT ON GRADE LEVEL STANDARDS (9B) | | | | | | | | | | | |
|--|-----------|--------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|---------------------------|
| GRADE LEVEL | TEST NAME | Achievement Level ³ | Achievement Level | Achievement Level | Achievement Level | Achievement Level | Achievement Level | Achievement Level | Achievement Level | Achievement Level | 9B ROW TOTAL ⁴ |
| 3 | NA | | | | | | | | | | |
| 4 | NA | | | | | | | | | | |
| 5 | NA | | | | | | | | | | |
| 6 | NA | | | | | | | | | | |
| 7 | NA | | | | | | | | | | |
| 8 | NA | | | | | | | | | | |
| HIGH SCHOOL (SPECIFY GRADE: _____) | NA | | | | | | | | | | |

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

³ Include all students whose score on the alternate assessment on grade level standards was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score.

⁴ The total number of students reported by achievement level in 9B is to equal the number reported in column 5A minus that portion of 5D that includes students whose assessment scored on grade level standards was invalid.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 17 OF 18

STATE: South Dakota

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

| ALTERNATE ASSESSMENT SCORED AGAINST ALTERNATE STANDARDS (9C) | | | | | | | | | | | |
|--|-----------|-----------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|---------------------------------|
| GRADE LEVEL | TEST NAME | Below Basic | | | | | | | | | 9C ROW TOTAL ⁶ |
| | | Achievement Level ⁵ | Achievement Level | Achievement Level | Achievement Level | Achievement Level | Achievement Level | Achievement Level | Achievement Level | Achievement Level | |
| 3 | STAARS | 83 | | | | | | | | | 83 |
| 4 | STAARS | 86 | | | | | | | | | 86 |
| 5 | STAARS | 87 | | | | | | | | | 87 |
| 6 | STAARS | 85 | | | | | | | | | 85 |
| 7 | STAARS | 104 | | | | | | | | | 104 |
| 8 | STAARS | 87 | | | | | | | | | 87 |
| HIGH SCHOOL (SPECIFY GRADE: <u>11</u>) | STAARS | 87 | | | | | | | | | 87 |

LOWEST ACHIEVEMENT LEVEL CONSIDERED PROFICIENT: _____

⁵ Include all students whose assessment counted in the lowest achievement level because of the NCLB cap plus all students who received a score but changes to the assessment invalidated their score.

⁶ The total number of students reported by achievement level in 9C is to equal the number reported in column 4 plus the number reported in column 5B minus the number reported in columns 4B and that portion of 5D that includes students whose alternate assessment scored on alternate standards was invalid.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE
ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 18 OF 18

STATE: South Dakota

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

| | TOTAL FOR COLUMN 9A (ON PAGE 4) | TOTAL FOR COLUMN 9B (ON PAGE 5) | TOTAL FOR COLUMN 9C (ON PAGE 6) | NO VALID SCORE ⁷ (10) | TOTAL ⁸ (11) |
|---|------------------------------------|------------------------------------|------------------------------------|----------------------------------|-------------------------|
| GRADE LEVEL | | | | | |
| 3 | 1476 | 0 | 83 | 14 | 1573 |
| 4 | 1401 | 0 | 86 | 7 | 1494 |
| 5 | 1271 | 0 | 87 | 2 | 1360 |
| 6 | 1235 | 0 | 85 | 4 | 1324 |
| 7 | 1130 | 0 | 104 | 4 | 1238 |
| 8 | 1188 | 0 | 87 | 2 | 1277 |
| HIGH SCHOOL (SPECIFY GRADE: <u>11</u>) | 708 | 0 | 87 | 4 | 799 |

⁷ The number of students reported in column 10 is to equal the number reported in column 3C plus column 4B plus column 5D plus column 6 plus column 7 plus column 8.

⁸ The number of students reported in column 11, the row total, should equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation.